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ABSTRACT

As one of a series of sharply focused booklets based on concrete educational needs, this booklet provides teachers with educational theory and research on evaluating classroom speaking and presents suggestions for the application of the theory in regular classroom situations. The section on theory and research begins by describing a model of the evaluation process, then discusses various rating errors in the evaluation process. With the theoretical basis for rating and speech evaluation in mind, the section on practice examines several teaching issues that emerge when actually rating speeches in the classroom setting. These issues include when and how to evaluate speaking performances, the modes of evaluation, who should make the evaluations, and suggestions for constructing an evaluation instrument. The concluding section contains sample copies of 13 evaluation forms and descriptions of their intended uses. A list of references is provided. (RL)

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THEORY & RESEARCH INTO PRACTICE

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Evaluating Classroom Speaking

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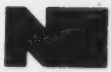

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Foreword

The Educational Resources Information Center (ERIC) is a national information system developed by the U.S. Office of Education and now sponsored by the National Institute od Education (NIE). It provides ready access to descriptions of exemplary programs, reports on research and development efforts, and related information useful in developing effective educational programs.

Through its network of specialized centers or clearinghouses, each of which is responsible for a particular educational area, ERIC acquires, evaluates, abstracts, and indexes current information and lists that information in its reference publications.

The ERIC system has already made available—through the ERIC Document Reproduction Service—a considerable body of data, including all federally funded research reports since 1956. However, if the findings of educational research are to be used by teachers, much of the data must be translated into an essentially different context. Rather than resting at the point of making research reports easily accessible, NIE has directed the separate ERIC clearinghouses to commission information analysis papers in specific areas from recognized authorities in those fields.

As with all federal educational information efforts, ERIC has as a primary goal bridging the gap between educational theory and classroom practice. One method of achieving that goal is the devepment by the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS) of a series of booklets designed to meet concrete educational needs. Each booklet provides teachers with a review of the best educational theory and research on a limited topic followed by descriptions of classroom activities that will assist teachers in putting that theory into practice.

The idea is not unique. Several educational journals and many commercial textbooks offer similar aids. The ERIC/RCS booklets are, however, noteworthy in their sharp focus on educational needs and their pairing of sound academic theory with tested classroom practice. And they have bben developed in response to the increasing number of requests from teachers to provide this kind of service.

Topics for these booklets are recommended by the ERIC/RCS National Advisory Board. Suggestions for topics are welcomed by the Board and should be directed to the Clearinghouse.

Bernard O'Donnell

Director, ERIC/RCS

1 Theory and Research

No act of communication is complete until it has been evaluated and criticized by others. No public figure escapes the judgments of others. After a nationally broadcasted speech, media personnel write and speak their judgments, audiences react from positively to negatively, and opponents look for weaknesses. Classroom communication is the same. Students will agree or disagree with the topic, react to the language used, and form judgments about the delivery. This process cannot be stopped. People will always evaluate communication in some way; it is an inevitable part of the process. Further, by evaluating the performance of others, students learn to identify effective and noneffective behaviors in the speaking situation.

One problem faced by anyone wishing to evaluate communication is to select and apply the appropriate criteria. Once the criteria have been established, the next task is to systematize the judgments. Obviously, different individuals will disagree as to what criteria should be used, and what system is best for applying them. These systematized judgments must then be communicated to the speaker in the form of feedback.

Of the several forms of feedback that can be used, the problem is to make the feedback systematic. A major solution to this problem is the use of rating scales as a form of feedback. A rating scale is formally defined as " . . . a psychological measuring instrument that requires the rater to assign the rated object to categories or continua that have numerals assigned to them." (Kerlinger, 1973). In the case of speech evaluation, a rater evaluates a speaker using numbers to represent a judgment in a number of categories or traits. The rating scale method of feedback is being emphasized for this booklet since it gives the teacher an objective measure across all students. Rating scales are widely used to evaluate speeches and other communicative performances because they provide (1) a standard set of criteria to be applied to all speeches, and (2) a systematic way of applying the criteria.

However, can a rater represent feelings about a performance by using a number? The rationale for this process is essential to understanding the act of evaluating. Perhaps the question should be thought of in terms of matching one thing to another. As the psychometrician S.S. Stevens (1968) asserts, "If you would understand the essence of a given measuring procedure, you should ask what was matched to what." How then does a rating scale achieve matching the performance, a judgment of that act, and numerals?

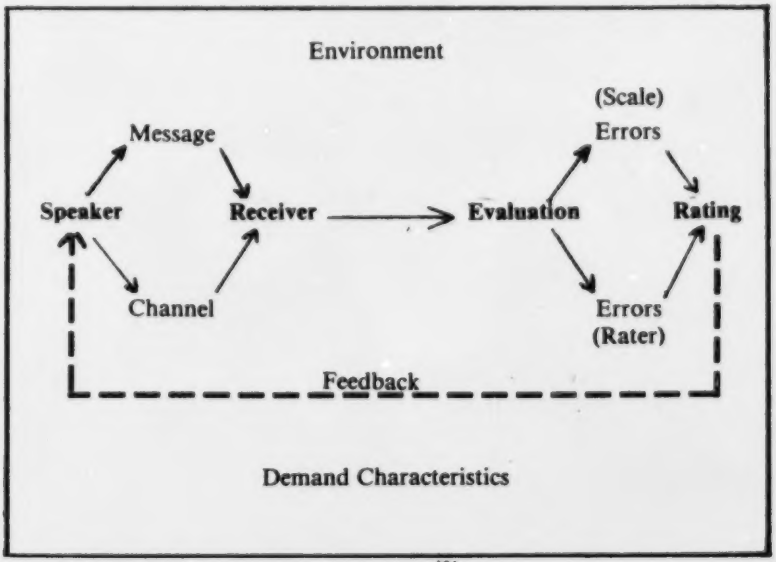
The first step is to provide a set of instructions by which the matching may be accomplished. These rules are present in the descriptive statements in each category of the rating scale.

The second step is to provide a linear scale so that the statements can be seen as falling along a continuum. The various points on the line should be arranged so that each point represents more or less of a "good" judgment.

The assignment of numbers to these points completes the process. Thus, it can be reasoned that a carefully developed rating scale represents, in quantifiable form, what the rater saw in the communicative act. These numbers, in turn, become the basis for a grade on the performance. These grades now have more empirical basis for the student to interpret. For instance, the difference between a 95 and an 85 is easier to understand than the difference between an A and a B because of the relationship to parts of the scale.

A Model of the Evaluation Process

The process of evaluation has as its basis the act of judgment, and human judgment is always fallible. As a result the process of evaluating speech communication behaviors has certain errors associated with it. In order to predict and control these errors, a theory of speech evaluation and rating errors has been developed by the authors. Present theories do not account for the role of errors or the place of evaluation in the process of communication. The following diagram of a model of this theory illustrates the major concepts of this theory of speech evaluation.



In this model a speaker creates a message and uses a channel(s) to communicate to a receiver (rater). The receiver than enters into a process of evaluation which is affected by two types of possible errors, the scale being used and judgment of the rater. This whole process is influenced by the environment (classroom atmosphere, for example), and demand characteristics operating at the time. A demand characteristic occurs whan a rater picks up even the slightest clue about what the teacher expects in the situation. For example, the rater may be rating a student whom the teacher picked as a model and will try to give the speaker the benefit of the doubt. A type of Pygmalion effect occurs that warps the accurate feedback desired.

The critical concept in the model is the feedback based on the evaluation. The whole idea behind evaluation is to give the speaker some help in preparing future assignments. This feedback given by the receiver may be in written form, as in a rating scale, or in oral form or a combination of these. Evaluation-based feedback is the essence of the process.

As the teacher provides evaluation-based feedback, the other members of the class either listen to the comments or are given a chance to read them. These comments then become part of the environment and future demand characteristics. As such, the evaluation-based feedback is one of the most powerful teaching strategies that a teacher can use. Your comments will not only affect the individual to whom you are directing them, but they will also affect other students who hear or see them. The teacher who is aware of this aspect of the process can accomplish more teaching during critique sessions than during actual lessons.

Later we will discuss practical techniques for implementing this model. The important aspect here is that the rating becomes feedback which becomes part of the environment and the demand characteristics for future performances.

Rating Errors in the Evaluation Process

This process of evaluation is always subject to rating error. The major errors that have been identified as having an impact on the evaluation process are the leniency error, the halo error, the trait error, the error of central tendency, the proximity error, and the logical error.

The rater might be either too easy (*positive leniency error*) or too hard (*negative leniency error)* on all speakers. Such a teacher may be a "soft nose" and give consistently high rating to everyone in class, or a "hard nose" and give consistently low ratings to everyone. On the other hand, a rater might be too easy (*positive halo error*) or too hard (*negative halo error*) on a *specific speaker.* A student who is the "Teacher's pet" will receive high ratings despite an occasional mediocre performance. Likewise, a student may receive low ratings

simply because of a personality conflict with the teacher. Thus, the teacher needs to reflect on the evaluation procedures for the whole class along with those for specific individuals, to avoid the traps of the leniency error or the halo error.

The *trait error* is the tendency of the rater to be either too easy or too hard on a given trait (category) of the rating scale. This error occurs across all speakers. For example, a teacher may be especially easy on organization and give all speakers who have an introduction, body, and conclusion high ratings on organization. On the other hand, the teacher may be especially hard to please when it comes to delivery and will give low ratings on delivery. By examining the emphasis given through evaluation-based feedback, the teacher can discover the relationship between what is taught and what is critiqued. If the teacher emphasizes organization, but criticizes mostly delivery, the students will respond to the message of the critiques.

Many raters have a tendency to group scores toward the middle of the scale values, thus causing an *error of central tendency*. For example, our research has shown that on a ten-point scale, most of the scores tend to group around seven. In other words, raters tend to avoid making extreme judgments at either end of the scale. Not many tens are given and not many ones are given.

The *proximity error* is the tendency of the rater to give two traits on a rating scale the same rating, simply because they are next to one another on the page. For instance, if "language" and "material" are located next to one another on the feedback form, they might be rated similarly because of a certain inertia that develops in putting down the numbers on the scale.

The *logical error* is the tendency of the rater to rate traits alike because they are logically related even though they may be separated from one another on the scale. A rater might evaluate "delivery" and "voice" similarly because they are both matters of physical presentation.

Part 2 and Part 3 of this booklet give some practical suggestions for controlling these errors nonstatistically.

Research in Evaluation and Rating in the Classroom

This section is a distillation of useful information from the published research studies on speech evaluation in terms of practical use in the classroom, dealing first with speech evaluation in general, and second with rating errors.

Speech Evaluation

Allow sufficient time between speeches for everyone to complete their evaluations. (Baker, Kibler, and Hunter, 1968). The study showed that

students who were rushed comprehended less from the speeches they heard. Also, students who were rushed in their evaluations tended to be too easy in evaluations, so the speaker did not gain from the desired feedback.

Train the raters in the use of the scale before they use it the first time. (Bowers, 1964). A practice speech could be used on videotape, followed by a discussion of how to rate the various traits. This technique reduced the amount of variation among the raters, as the raters tended to rate more like the teacher after a practice series. Such practice reinforces the teaching function of identifying what is important by evaluation.

Define the meaning of each number to be assigned. (Guilford, 1954). If the raters understand what is meant by a 3 or a 7, they will be more likely to give feedback accurately for scale positions. The use of a continuum with identifiable differences, especially if some can be demonstrated, helps students understand how the numbers relate to speaking behaviors.

There is no reason to include a trait like "general effectiveness" on a rating scale. (Clevenger, 1962). This global trait contains the impressions in the other traits and adds no new information. Including it on a feedback sheet is redundant, since the grade becomes the summation of parts which indicates the holistic judgment.

Inform the raters about the "following effect." (Bock, Powell, Kitchens, and Flavin, 1976). The following effect refers to the situation when an outstanding speech has just been finished and no one in the class wants to "follow the act." Everyone assumes that their ratings will suffer by comparison, but research has shown that the opposite occurs. The speech following an outstanding speech is rated *higher* because of its position, particularly if the speaker is female. Therefore, teachers and students alike should be aware of this phenomenon.

Students perceive specific comments to be more helpful than general comments. (Young, 1974). For example, "You need to develop more eye contact with the audience" was perceived to be more helpful than "You need to work on your delivery." In other words, the teacher should break down comments to the most specific level. To say "The content of the speech was not adequately developed" would not be perceived as helpful to a student. However, "You need to support your first argument with more examples and statistics" would be perceived to be helpful.

An impersonal approach in criticism is generally preferred by students rather than a personal approach. (Young, 1974). Impersonal comments are those that deal with the class as a whole rather than an individual student. Impersonal comments can contain more objective language, whereas personal comments may include the teacher's affective responses to the student. For example, "The main points of today's speeches were well organized" would be perceived to be helpful. On

the other hand, "I really liked your use of language in speech" would not be perceived as helpful. Apparently it is more helpful to students for the teacher to be more cognitive in comments rather than affective.

Students perceive both positive and negative comments as helpful. (Book and Simmons, 1980). Raters have a general tendency to focus on the positive in speech evaluation. Two recent studies suggest that students perceive *both* as helpful. Students gain by knowing which choices are working well and which behaviors seem to interfere. Try to achieve a balance of the two in speech evaluation.

Inform the students about the various rating errors. (Guilford, 1954). One of the ways to control these errors is to discuss them with the raters, and to caution them against committing the errors. Being forewarned is being forearmed in this case.

There are four general types of raters. (Powell and Bock, 1980). The first type is able to effectively rate both delivery and content. However, these two factors are the only ones that are important to them. Another type is only interested in topic presentation and vocalics. They do not use content factors at all. A third type uses mostly general impressions and verbal adaptation to make judgments. The fourth type tends to judge only tactical matters—for example, analysis and language would be a major focus for this type. Knowing these types should help the teacher understand the individual differences in the raters. As well, teachers should identify their own style to ensure that what is being taught is evaluated.

Rating Errors

The easier a person is persuaded, the easier they will be in terms of leniency errors. (Bock, 1970). Conversely, the harder a person is to persuade, the greater the tendency to be hard on all speakers in terms of ratings.

Raters will be easier on all speakers if they know the speakers will see the results. (Builford, 1954). Therefore, if student ratings are used as a method of feedback for the speaker, some method of ensuring that the speaker will be unable to identify the individual raters should be used. Some methods for doing this are (1) use student ID numbers instead of names, (2) assign special numbers to the raters for the purpose, of (3) cut off the rater's name or number before returning the ratings to the speaker.

A person who has a high need for order tends to make positive trait errors on organization. (Bock and Munro, 1979). Such a person tends to organize even the most disorganized speech into a pattern that is understandable to him or her. Therefore, everything looks organized to such people, and they rate organization high. The unorganized person, however, cannot see organization in anything and therefore rates even good organization consistently low.

There seems to be a "same sex" effect on halo errors. (Bock and Bock, 1977). Males tend to make more positive halo errors on male speakers, and females tend to make positive halo errors on female speakers. It does not seem to be a case of rating the opposite sex negatively, but a case of overevaluating members of the same sex.

Some studies suggest that women are more positively lenient than men, but more recent research suggests that this is the case only in the presence of a female authority figure. (Bock and Bock, 1977). This problem may mean that female teachers will want to alert female raters to such a possibility.

Raters tend to make more positive halo errors on speakers whom they know and like. (Henrikson, 1940; Barker, 1969). Also, studies have shown that speakers who have high academic regard and high social regard also tend to receive positive halo errors. The teacher may want to check periodically to make sure that students are not rating members of their social group too high or rating those not in their group too low.

On the trait of bodily action, males tend to make more positive trait errors than do women. (Bock and Bock, 1977). Men apparently do not scrutinize delivery as critically as do women. A teacher may want to caution males against this particular tendency. Or a male teacher may wish to take this into account in his own ratings.

More trait errors are made on the trait of bodily action in a videotape situation than in a live TV or a live, face-to-face situation. (Bock, et al., 1976). This finding is especially important to teachers who use videotape replay as a means of criticizing and grading speeches. Apparently the ability to go back over the speech several times results in a tendency to find more faults in bodily action than in content traits.

Raters tend to commit more negative errors on language in a speech containing profanity than in a speech that does not contain profanity. (Bock and Butler, 1979). Several versions of the same speech without profanity and using either sexual, exretory, religious, or a combination were studied. Warn students that the ratings of language will suffer when using profanity.

2 Practice

With the theoretical basis for rating and speech evaluation in mind, several teaching issues need to be examined that emerge when actually rating speeches in the classroom setting.

When to Evaluate Speaking Performances

One of these issues is when actually to do the evaluating. One option is *after each speech has been presented.* This provides the student with immediate feedback about the presentation. This period has advantages from the student's veiwpoint. Examples are easily remembered because they have just occurred. If student oral evaluations are being used, immediate evaluation provides them the opportunity to be more specific than if asked to comment after several presentations have been made.

Some disadvantages of immediate evaluation exist from the student point of view. This method creates the "first person" syndrome. Few students want to go first because they prefer to wait until the teacher has made some evaluatory comments about other speeches and perhaps those comments could be used to make their own speech better. Students who "go first" often want to receive extra credit because they made their presentations without benefit of any previous evaluations.

Sometimes the student who has just made the presentation is so glad to get it over with, that little attention is paid to the evaluation. Speakers are so busy getting the sweat from the brow and the butterflies quiet in the stomach that the immediate evaluation period comes and goes with little or no notion or involvement on the part of the speaker.

Difficulties occur for the instructor using the method of immediate evaluation. During the presentation, the teacher has to concentrate on the comments to be made during the evaluation stage, rather than concentrating totally on the speech. Also, from the teacher's perspective, criticism after each presentation is a time-consuming means of evaluation. With larger enrollments in speech communication classes, few teachers can afford the luxury of taking five to seven minutes or longer after each speech for evaluation. No matter how much importance is placed on the evaluation process by the instructor, practicality must be considered.

Another possible time for speech evaluation might be *at the end of the class period.* From the student point of view, there is safety in numbers. Comments would most likely be made about groups of persons rather than a single person. (See the comments on impersonal feedback in Part 1.) Often students are better prepared to listen to comments about their speeches at the end of the period. In addition, students can ask questions about individual difficulties they are having without associating themselves with the problem. Student speakers or listeners might, for example, refer to an organizational problem in one of the presentations and obtain help from the instructor on how to handle the situation without having to admit to experiencing the same problem personally.

Evaluating the speeches at the end of the class period enables teachers to use student speeches as concepts being taught in the unit. Evaluations could be grouped around larger topics—for example, introductions, conclusions, evidence, organization, delivery. These generalizations avoid the possibility of having to say much the same thing about a majority of speeches that occur in the day. In addition, students will still remember the examples that were used because they have just occurred. Teachers need not refer to a specific student in the evaluations.

Unfortunately, evaluating presentations at the end of the period affords less opportunity to individualize the comments. Some comments

can be made without mentioning any student speakers by name. Yet, this lack of personalization might cause both the student speaker and the listener to wonder just whose speech was being referred to and why. The instructor should recognize that when evaluative comments become too generalized, little useful information is gained by the students.

This evaluation method also has an advantage from the teacher's standpoint in that it can be planned for the time remaining after the speeches have been given. While this strategy may save some valuable time, it seems unwise to "work in" evaluations; plan them. Because courses stress the process nature of communication, evaluation and feedback should be given as much planning and attention as the presentation of ideas.

Enough time should be allowed for evaluation. If the instructor is rushed, the evaluation session will probably receive a very superficial treatment. If enough time is used for evaluation, the students realize that it is really a session where they can get help to improve their performances. If it is rushed, students will think that evaluation is not a very important part of the process and will probably treat the session with little attention, concentration, and effort.

Presenting the evaluation at the end of the class period, then, provides the students with some anonymity in both the sending and receiving of comments. Teachers can avoid repetition and make better use of the time, although the impression that evaluation is not necessarily important should be avoided.

Another popular time for the presentation of evaluation comments about speeches is *at the end of the speaking round.* From the student perspective there is less chance of being singled out for criticism. Grouped comments provide safety in numbers, if individuals are afraid of having comments made about their own presentations. One disadvantage from the student's viewpoint is that long-term feedback is not as effective or valuable in terms of improving performance as is immediate feedback. It is possible that even the students have forgotten some of the points or actions of their own presentations.

This evaluation time enables the teacher to make generalizations about the entire class. Repetition is avoided and comments generally take a less threatening form when made in terms of a group rather than an individual. Reserving comments until the end of the speaking round might make it possible to take an entire class period for evaluation. This amount of time would enable the teacher to concentrate on the receiver-feedback aspect of the communication, as well as the sender. If the comments are not individualized, however, confusion can easily result as to just which speaker should work on which problem. Waiting until the end of the speaking round for evaluations also means that students will not remember the comments nearly as well as if they were given nearer the time the speech is actually delivered. Particularly when

classes are large and speaking assignments are long, two or two and a half weeks might elapse between the example and the instructor's comments about it. The teacher might even forget some important idea that at the time of its presentation seemed pregnant with teaching and learning possibilities.

Evaluation may also be given to the speaker *during the presentation itself.* In general, this is not an appropriate time for evaluation. For a student who suffers from communication apprehension, however, a smile or an approving nod is often enough positive nonverbal feedback to provide the desired encouragement to continue. Positive evaluation as demonstrated through attention and eye contact is also useful to students, particularly during the first assignment.

Only in extreme cases should negative feedback or evaluation be given during the presentation. This form should be used only as a last resort for a student who persists in making the same mistake over and over again. For example, a student once insisted on concluding the speech while walking away from the podium. Comments were made about this by teachers and students alike, but to no avail. The student insisted that this was a mistaken observation on the part of the audience, and the teacher was merely making up things in order to justify a lower grade. Finally, in the last speech of the term, the teacher stopped the student in the middle of the conclusion, only for the student to find that the podium was far away and the desk was amazingly close. This example was a particularly difficult case and warranted an atypical and drastic measure. The instructor should be especially careful in using the speech as a time for evaluation. Some speakers are able to handle interruptions better than others. Some students can take the criticism, make the necessary changes, go on with the presentation, and benefit from the experience. Such people are rare, however, and a good rule of thumb is not to interrupt speakers during the presentation.

How to Evaluate Speaking Performances

Another question that confronts the teacher of speech communication is how to give students comments and criticisms. The two most obvious places for oral and written comments are in class and in a private conference.

For evaluation and criticism to be useful when they are given *in the classroom,* the instructor has to build an atmosphere or classroom climate in which the student understands that criticism is a useful part of the learning experience. This kind of environment is partly developed by the manner in which the criticism and evaluation are given. If the instructor is sympathetic, friendly, and enthusiastic in dealing with student's presentations, that contagious attitude will be apparent to the class members. When the teacher explains the process of communication to the students, if emphasis is placed on both the sen-

der and the receiver, students will realize that evaluation is a necessary part of the process of improving the skills of speaking.

In addition, if the teacher stresses that everyone should be trying to upgrade his or her speaking performance, then perhaps the idea of working together for mutual learning can be advanced. If the students learn to understand that everyone has both strengths and weaknesses as a speaker, they will realize that no one is alone in the need for helpful criticism. Sometimes it is an effective technique for the teacher to give a speech and have the students begin learning the process of evaluation by criticizing the teacher. It is also useful for the entire class to hear a speaker outside the classroom, and make this experience the basis of a class evaluation. By using this technique, students not only realize that there is always "room for improvement," but they also learn through example about how to react to positive and negative comments. If students can learn that evaluations are not meant to be exposures of personal weaknesses, but rather suggestions about areas where improvement is warranted, beneficial results will most likely occur. Sometimes it is useful to equate speech evaluations with teaching a very young child the social graces. Only after repeated comments and evaluations does a child learn that it is incorrect to "make a scene" in public. As students learn new skills and speech behaviors, these in turn require further evaluation and continued work by the student and the teacher.

Evaluations should be as individualized as possible. Students are individuals and respond to different things. It is particularly important that the same comments are not repeated for every student. Even if several students have the same problem, it is a good idea to try to make sure that each speaker receives some comments that are specifically directed at personal performance and personal improvement.

Under no circumstances should students be ridiculed. Humor and sarcasm should be used sparingly and only in situations where the teacher is positive that the student will understand the intent of the humor. The class should not come to view the evaluation session as a time for tasteless humor or rude comments. Sometimes a funny thing may well happen in the course of a speaking assignment. This event may be commented on and even laughed about again, but individuals should not be hurt or downgraded in the process.

If students are encouraged to set individual goals for each speaking assignment if each class member can become aware of individual progress and improvement. For example, a student may state in class that he or she is going to concentrate on organization for the next assignment. As the improvement is shown, students see that success is possible, and the class can share in the progress of persons from one point to another. If progress is not made, the entire class can benefit from a teacher's efforts to help the student. Also, several members of the class who are experiencing the same problem may be encouraged to

work together and help each other.

If comments are made in class, it is perhaps a good idea to use the first assigned speech as a diagnostic instrument. Succeeding performances can be judged in terms of improvement from the first effort. In particular, if students are given comments about a speech that is either not going to count toward their grade, or is not worth as many points as subsequent speeches, the oral comments in class give them a real opportunity to have a "free" speech. They gain the speaking experience, have the benefit of the instructor's and the class's comments, and become aware of areas that should be improved for the next presentation—yet they are not penalized or graded down for the presentation. This kind of exercise helps to create the atmosphere wherein constructive criticism can really help the individual student, as well as the whole class, to improve speaking ability.

When giving evaluations in the classroom, the instructor should develop a pattern or formula around which most criticism is constructed. A model not only helps to ensure equal treatment for persons receiving the evaluation, but it also provides the students with a framework for criticism that can be carried with them for use outside the classroom. Teachers should develop methods of criticism and evaluation that fit the situation.

Three commonly used approaches exist for the giving of criticism: (1) to comment only on the effective aspects of the performance, (2) to comment only on the ineffective behaviors, and (3) to sandwich the ineffective between the effective behaviors.

The first two of these approaches tend to give the student an exaggerated view of the performance. The student leaves the evaluation session with the idea that either nothing was wrong with the speech or that nothing was right about it. Probably the best method is to acquaint the student with both strengths and weaknesses. The teacher should start the evaluation with a positive item, then comment on some areas needing improvement, and conclude the evaluation with a positive note. In this way, students find out what they did well, in addition to what they did not do so well. They are then left with the idea that the performance had some good moments and some weak ones.

Do not shy away from making comments about weaknesses in the speech, because these comments help the student improve in the future. Make sure that the comments are given in a clear and objective manner. This approach helps the student avoid the "picked on" feeling, and provides something concrete to work on for the next assignment.

In addition to the preceding method, it is a good idea to discuss specific causes of problems that students are facing. For example, if the class is having difficulty in following a line of reasoning, organization might well be the problem. A student might lack credibility with the audience, and material or delivery might be the cause. As the teacher discovers and demonstrates multiple reasons for

problems that are occurring, the students discover the interrelationships of various aspects of the speaking situation.

It is also important that the instructor discuss various ways of improving or alleviating the difficulties. If a student is faced with an unusually large number of areas where improvement is necessary, the instructor might ask the student to work on one important item for the next assignment. To help with this strategy, the teacher might keep a file card on each student. With each speech, the teacher selects one item for the student to focus on for the next speech. Then some comments can be specifically directed to that item when the next speech is given.

This method gives the student a sense of accomplishment and progress. The student should not be left with the feeling that so many things need improvement that it is hard to know where to start, or wondering whether it is worth the effort to start at all. No matter what kind of criticism is used, it should have a focus that is obvious to the student.

Teachers should try to avoid only prescriptions in the giving of criticism. Discussing issues and asking questions is probably more helpful than only giving specific remedies to solve the problems.

Students need to understand how different audiences, situations, and subjects influence the appropriateness of the speaking behavior.

Sometimes classroom or public criticism is inappropriate for one reason or another and the student should be invited in for a *private conference*. The instructor should be careful that a private conference does not publicly single out a student who is having problems. This could cause serious problems for the student. Several students could be asked to have conferences; ideally, every student should have one.

The conference provides an opportunity for the teacher to talk directly to the student about positive and negative points regarding the individual's speaking performance. This gives the student the idea that the teacher is interested in each student's progress. Particularly if class-time evaluations are mostly generalized for a group of students, the private conference allows time for the teacher to discuss problems, not just point out their existence.

Private conferences also allow the teacher to build rapport with students that is not often possible in the classroom. Particularly if the student is having difficulty with the speech class, the private conference can point out to a student that the teacher is really interested in helping him or her as an individual with unique problems. Teachers seem more human in this situation and it is easier for the student to speak to someone who "cares."

Individualized attention makes students feel special, thus building their confidence. Knowing that the teacher is on their side also helps ease the tensions that might be associated with later speaking assignments. If students know where the teacher stands on certain issues

about the speaking performance, communication apprehension is less likely to become a serious problem.

Students are better able to discuss their problems with the instructor in a private conference rather than the classroom. Here, students with physical, emotional, or other problems are more likely to reveal them, enabling the teacher to allow for individual differences in the classroom. It might be well to try to identify students with extreme apprehension and talk to them, but care should be taken to prevent students from becoming psychologically dependent on the teacher.

It is a good idea to hold private conferences as early in the term as possible so students with unusual problems will not be hurt or discouraged by classroom evaluation. Students with psychological difficulties probably should not be evaluated in front of the other students. If they are evaluated publicly, the teacher should try to take the individual problem into account.

Of course, private conferences are a very time-consuming method of evaluation. In these times of large classes, a teacher often does not have enough hours in the day to allow a private conference with every student. If instructors are teaching more than one speech communication class the task becomes even more difficult. To solve this problem, a modification of the private conference could be made.

The teacher could carefully select students to come to the office in groups. This could also be done in class, while other students are working on different things. The students in the groups should be as similar as possible and hopefully have similar problems. The students will still get some individual treatment, yet several students can get that treatment at the same time. Then, individual conferences could be held with the students who have unusual problems, or who request a conference. Private conferences, however, are very useful in helping the student and in promoting the concept that criticism and evaluation are important and useful.

Modes of Evaluation

Teachers often wonder whether evaluations should be written, oral, or a combination of both.

Written evaluations are probably the most common form used by teachers at all levels of education. The written comments are tangible evidence of the teacher's impressions of the presentation. Students have something to keep and to refer to when preparing future presentations. Written comments also provide the student with a commentary on the progress that is being made from one presentation to another. The student is also aware of the criteria to be used from one assignment to another and this knowledge not only helps the student to improve speaking skills, but also to understand the basis of the evaluation. In addition, if the student comes in for a private conference after the

presentation, the written comments can aid the teacher in directing the student's energies toward areas needing improvement. Particularly when a teacher is faced with evaluating a large number of students per assignment, it is embarassing for teacher and student alike if the instructor does not remember the speech in question. If students are encouraged to bring in the written comments, this problem can be avoided.

Written comments save the teacher time. More speeches can be heard because less time needs to be devoted to oral criticisms. In addition, the teacher is likely to be more precise and consistent in the remarks that are made on the evaluation sheet. With the knowledge that the student may present the evaluation for future help, the teacher tends to pay more attention to what comments are made, and precisely in what areas the student excelled or needed improvement. This preciseness is of benefit to both the instructor and the student involved.

When using a rating blank, the teacher must make comments systematically on all aspects of the speaking performance. If oral comments are used alone, some aspects of each speech may be overlooked in the discussion. But the instructor finds it more difficult to leave blank spaces on a rating form, or fail to evaluate one aspect of the assignment—style, for instance, so the student tends to receive a more complete evaluation of the presentation rather than comments about certain aspects of the presentation.

Written comments may appear on many different forms, including a rating scale, a critique form, or a piece of blank paper. Whereas oral comments provide immediacy and focus, written comments give argument and reflection. Many teachers construct their own rating forms to meet the specific needs of their students and their assignments. Sample rating blanks appear on pages of this booklet. See page for instructions and suggestions for constructing a rating scale and feedback forms with their scales and items.

Oral comments and evaluations have the advantage of immediacy, as mentioned earlier. They require comments to be generally made the day the presentation is made, before the student forgets what he or she has done.

Oral comments should describe what was actually done during the presentation. The critique should be specific and discuss concrete examples and what should be done to improve the speech. The evaluation should also discuss behaviors that were done well, and why they were especially effective. Particularly in an oral critique, effective aspects of the speech should generally be discussed first.

The teacher's oral comments should convey sincere interest in the improvement of the speaking performance. The teacher should show sympathy and concern for students who are struggling to handle an unusually difficult problem. Perhaps it might be useful to suggest that a number of students are facing similar problems. If the students in the

class get the impression that oral comments are merely a means for the teacher to "pick on" someone, then the value of the criticism is severely limited. The teacher's attitude is most important in making the evaluation session useful to the student.

Teachers should develop a language of evaluation that is precise and concise. Students should be able to tell just what the evaluator is saying. Teachers should always be aware of the feedback that student speakers are sending during the evaluation period. It is useless to go through oral or written criticisms if the students are unable to understand what is being said or what suggestion is being made. If students see the teacher as a model, they too can develop good evaluation habits. To develop consistency of meaning the teacher should use the terms on the rating scale in order to reinforce the concepts.

It does not seem useful, however, to pamper a student. Each speaker and individual should learn to take criticism—to recognize limitations and to strive toward improving them. If the teacher is impartial in the evaluations, and if the least embarrassing way is found to give comments, students can learn the valuable lesson of how to handle criticism. Perhaps the attention of the entire class can be focused on ways to improve or suggestions for an individual speaker. It may also prove helpful to contrast methods of various speakers in approaching a certain problem. Then students can learn by seeing others try different techniques to approach a particular speech problem.

From the educational perspective, an unusually effective method of giving evaluations is to *combine the written and the oral comments.* Organizational communication research has found that the use of two channels of communication is better than just one. This principle is particularly accurate in providing students with feedback about the speaking assignments. Oral comments made in class and reinforced by a written evaluation help to emphasize to the students the important principles to be remembered. If time prohibits oral comments on each speech, the student could be handed a written evaluation at the end of the performance, and the teacher could summarize the important points for the entire class in an oral session following the day's speeches or the speaking round. In either case, the student hears the speech discussed by the teacher and the class, and in addition, the student has tangible evidence that can be carried away, read later, referred to for improvement, and kept as a record of the progress being made.

Videotape provides another useful method for speech evaluation. The teacher can direct full attention to the speech without having to stop and write comments on a rating sheet. This method enables the teacher to give the student nonverbal, positive feedback during the presentation, rather than have the student look at the top of the teacher's head throughout the speech. In addition, the teacher can take some time to think about the speech before evaluating it. The tape can be viewed several times so the teacher can make sure that judgment of

the speech is fair and not based on the emotion of the moment. This method of criticism also saves time because parts of the speeches can be replayed for class comments. One or two examples can effectively make a point without replaying all the speeches, which saves considerable time. The examples will remain in the minds of the students because they have just seen a replay of the speech. (See Part 1 for several cautions in evaluating delivery via videotape.)

Perhaps the biggest advantage of videotape is that the teacher and the student can go over the speech in private at some later date. The teacher can stop the tape and replay a part of the speech for the student to emphasize a particular behavior. The student can see and/or hear exactly what the teacher was talking about when the comments were made at the time of presentation. One useful variation of videotape is to give the student a written evaluation of the speech, take a day in class to replay some speeches that point up common problems of the class, and then, if the student wishes additional help, make the tape available for viewing individually or in the teacher's presence. This method seems to combine the most useful aspects of both written and oral comments.

Unless the teacher is fortunate enough to teach in a media center or a classroom where the equipment is built into the facilities, it is a real problem to transport the equipment from place to place. It takes muscle, time, and patience. Often, setting up the equipment uses valuable speaking time. If the equipment is available, perhaps the teacher could arrange for the taping of one or two speaking assignments, rather than those of the entire class. This provides only a few students with an opportunity to view themselves, but it does save time on a majority of the assignments.

Unfortunately, if the student views the speech individually, the entire class does not benefit from the learning function that other presentations provide. This might be avoided by taking a day in class and devoting it to the playing of speeches and the giving of class comments.

Experience with videotape recordings in the speech classroom shows that most students are not unduly apprehensive about their use. Research studies have investigated many aspects of the effectiveness of the videotape in various classroom applications. The data in one such study implied that the presence of a videotape recorder in a classroom speaking situation created no negative aspects of speaker response, (Bush, Bittner, Brooks, 1972), nor did it cause additional anxiety in student speakers. It seems that if a person is afraid to speak, that fear is present at a certain individualized level regardless of extraneous circumstances in the classroom or situation.

Students find videotape very useful in improving their speaking skills. It also provides the teacher with flexibility in the evaluation of the performances. It is hoped that classrooms and resources can be found to implement this mode of criticism on a wider basis.

Who Should Make the Evaluations

Throughout this discussion, several sources have been referred to as making comments and evaluations about the speaking performance. Just who should make those evaluations?

The person most frequently used for evaluations is *the teacher.* Evaluation should be used as a serious teaching tool, and students seem to perceive it as being more serious if the teacher is involved. If the teacher can establish credibility with the students in the class, maximum benefit can be obtained from the teacher's criticisms. In giving oral comments, the teacher should strive to be a model of the effective speaker. Students do not gain much from a teacher who uses the old adage "Do as I say, not as I do." It is counterproductive for the teacher to criticize the student for engaging in a certain kind of speaking behavior, while exhibiting the same behavior that is being criticized. Teachers should serve as examples and models for what the students should strive for in their communication.

Students learn what the teacher feels is important by the way a speech is evaluated orally. If the teacher constantly talks about delivery in the presentation of oral comments, the students will soon pick up on the idea that delivery is the most important thing to the teacher. Teachers should avoid the tendency to comment only on picky things that are easily observed. Anyone can comment on eye contact, but students probably profit more from comments and criticism regarding organization, language, evidence, and so on, because these are the more abstract and difficult concepts. Students will probably concentrate on the areas that the teacher chooses to comment on, so those areas should be chosen carefully.

Teachers are able to give new ideas on how to improve the speaking performance. Students sometimes seem reluctant to value the comments of other students, because fellow students usually are not responsible for the grading.

Teachers are also better able to present the students with a variety of approaches for the evaluation session. Most teachers realize that no one method of evaluation works well all the time. Written comments by the teacher can be used to reinforce oral comments, and vice versa. Teachers can use a variety of rating blanks and can vary the time when the evaluation is given. By using a variety of methods, the teacher is more likely to help the many and diverse individuals who are members of the class.

If communication classes are to train good listeners as well as good speakers, *peer evaluation* becomes essential. Few students can be told of the principles of good evaluation and become good evaluators themselves without having practice in the skills necessary. If peer evaluation is to be used, the teacher should spend some time in training the students in how to evaluate. It is particularly important that the

teacher deal with the issue of subjectivity in training peer evaluators. An evaluation is a subjective response of one person, but with careful instruction in the elimination of the halo error, the problem of subjectivity can be held to a minimum. If students are not trained, their evaluations are generally not specific enough to be helpful and can create some embarrassing situations. For example, the class may rank a speaker first out of all of the speakers of the day, yet the teacher's evaluation shows the student as earning a grade of D. This situation should and can be avoided by careful training of the class as evaluators.

Several approaches to peer evaluation are available. During the last part of the class period, a student could be asked to lead the class in an evaluation and discussion of the student performances of the day. Or a panel of students could be selected to discuss the speeches of the day or the round. One student could be appointed in advance for each student speaker and the comments could be given after the speech. Students who are not speaking during a class period could be asked to evaluate all of the student speakers for the day by using rating scales. One student could be picked at the end of the day to summarize the comments for the speakers. Student evaluators could be assigned by topics. Students who are having difficulty with, say, audience analysis, might be asked to evaluate the speakers of the day on audience analysis. This strategy could also be done for delivery, organization, support, and so on. Students could then concentrate on areas where they too are having difficulty.

Class volunteers could also be used for the evaluation session. Unfortunately, the same students are likely to volunteer for this task. The teachers should make sure that everyone in the class has an opportunity to evaluate at one time or another. The teacher could also call on individual students without notice and with the understanding that anyone is likely to be selected to be the evaluator for a given speaker or for the day. This method helps keep everyone in the class attentive and actively listening throughout the presentations. Students might be asked to write short notes or paragraphs of evaluations of the speakers of the day, and those comments can be given to the student speakers. Class members can also be asked to rank the speakers of the day, and the oral comments can be focused on why one speaker was felt to have performed better than another.

If peer evaluation is used, the teacher should make sure that the comments are carefully controlled. That is not to say that student evaluators should not be encouraged to speak their minds; however, it should be done in a manner and form that is truly helpful to the speaker, and not downgrading or embarrassing. It is often helpful for the teacher to take some time to criticize the criticism. Such a discussion is particularly useful in the beginning of the class, so that student speakers and evaluators alike understand the role of criticism in the speaking process and in the improvement of speaking skills.

The teacher should also take care that the student speakers are not overwhelmed by the peer evaluation. Particularly if the comments are given orally, a speaker could well be overwhelmed by the repeated comments of the class. Telling a student 19 times that the organization was unclear is probably not as useful as making the point only once or twice and directing other student comments into other areas.

It cannot be overemphasized that peer evaluators should be trained and instructed in how to apply carefully the developed criteria for evaluation before they are used in the classroom setting. Like the teacher, the students should be encouraged to develop precise and unambiguous language for evaluation. It is very frustrating for the student speaker to be unable to ascertain just what the evaluator is saying, whether the evaluator is a teacher or a peer. Instruction about precise language for evaluation can also carry over into the language of the student speeches. Skills used in learning to evaluate properly are also useful in learning to speak properly. This dual-purpose approach will not only help the evaluations and the speeches, but will also provide yet another example of the interrelationships of the parts of the communication process.

Sometimes it is useful for student speakers to be able to evaluate themselves. As with peer evaluation, *self-evaluation* requires training in the application of the evaluation criteria. Several approaches might be used. The student speaker might be asked to write down some reactions to her or his communication performance. Of particular help here is for the speaker to observe audience reaction, comment on what went well, what should be improved, what should be done differently, and so on.

Private conferences are very useful in helping the speaker to become skilled in the art of self-evaluation. The teacher might ask the student to comment or assess the strengths and weaknessess he or she has as a communicator. Here again, the teacher, through oral and written comments, can help direct the student's comments into areas of constructive criticism. It should be kept in mind that the student comments about self are likely to take the same form as the teacher's or the class's comments.

Videotape is useful in self-evaluation. Even an audiotape might help the student assess the performance. If videotape can be used, the student could be encouraged to come in and view the student's own performance and rate it as if it were the performance of another. If the teacher can help the student with self-evaluation, the student can be given individualized treatment. In addition, the student who can engage in accurate self-evaluation is likely to engage in accurate peer evaluation as well, so a dual purpose is served.

3 Constructing an Evaluation Instrument

Following are some suggestions for creating your own evaluation instruments for use in the classroom.

Create your scale to reflect what you teach. This allows you to measure behaviorally student achievement of the objectives and reinforces the concepts that you consider important enough to teach. Give the students a copy of the scale at the time you make the assignment so that they can have it as they prepare their work.

Define the meaning of each number to be assigned. Use a continuum to help students understand how the numbers relate to the definitions. In the following example, the student can see what a 7 means on the scale:

7 = Superior = among the best in the class

6 = Excellent = well above average

5 = Good = above average, but could stand some improvement

4 = Average = the norm for the assignment

3 = Fair = meets minimum quality standards

2 = Needs work = should be reworked before presentation

1 = Inadequate = does not meet the assignment; insufficient preparation

Phrase the cues in each trait so that all raters know what to look for. Try to be as specific as possible in the space available. The better your description, the more valid your scale will be.

Decide what type of rating scale you want to use. There are several types from which to choose. The first is a *numerical* scale. This type is illustrated above. It simply asks the rater to choose a number to reflect the judgment of the trait. This would be useful for short assignments.

The second type is a *graphic* scale, illustrated on page 27. It provides a line for the rater on which to make a mark. This line can either be calibrated with the numbers on it, or it can simply ask for the mark. The teacher can go back later and assign numbers to the marks if scores are desired.

The third type is a *cumulative points* scale. This type asks for a number in a series of traits and adds the numbers for a total score. The total score can then be turned into some kind of letter grade. This type is illustrated on page 25.

The fourth type is a *checklist* scale, illustrated on page 31. It asks the rater simply to check when something was done or not done correctly. The total score is the number of correct checks.

Leave enough space so that comments can be written. Even if there is not room for extended comments about each trait, space should exist at the bottom of the scale for further comments. Some teachers use the back side of the paper for extended remarks to the student.

Designate a definite space for placing the numbers for each judgment. If numbers are used, it is important that raters know where to place their numbers, and where to record the total.

Make a definite place available for the paperwork details. There should be a place to record items such as the speaker's name, the date, the assignment, the rater identification, and possibly the topic if you are evaluating a speech.

There are several other considerations in constructing a rating scale that will help in controlling some of the errors that have been discussed earlier. These are considered in the following section.

Controlling Rating Errors

Placing each trait on a separate page will help control the halo error. The graphic scale on page 27 ff. incorporates this suggestion. It is harder to give a speaker consistently high or low ratings if you have to keep changing pages. The disadvantage of this method is that it takes more paper.

Trait errors can be controlled by the phrasing of the description of the cues. The descriptions should be characterized by clarity, uniqueness to the trait, precision, and objectivity. These characteristics will help control the trait errors and make the scale more valid.

The error of central tendency can be controlled by the number of scale values used on the continuum. For example, if only three numbers are used, most raters are going to use the middle category. It has been found that a five-step scale usually results in three steps being used. A seven-step scale uses about four. A ten-step scale usually produces five. One way to get raters to use more of the scale is to have more steps. The other method that has proven useful is to discuss the error and to caution raters against it.

Do not place traits that are logically related next to one another on the scale. If delivery and content traits are listed alternately, proximity error has less chance to operate. Another effective way to control the logical error is to discuss the error with the raters and caution against it.

Overall, warning the raters about the various errors is a practical way of controlling them. However, repeated warnings are usually necessary as time goes by and students (and teachers) are often rushed and therefore likely to forget the warnings under pressure.

4 Evaluation Forms

The following pages contain sample evaluation forms that may be useful in various kinds of classrooms. Their intended uses are described below.

#1—Introduction Rating Scale. This form is used for evaluating the introduction in a speech. The assignment is to present a one-to-two-minute introduction to a speech. Even short assignments like this deserve to be evaluated.

#2—Speech Rating Scale. This scale is used to evaluate both informative and persuasive speeches. It was originally used at the University of Iowa, but has undergone extensive revision based on our research. The subquestions in each category serve as criteria for making the judgment about the category, and provide helpful information to raters.

#3—Consolidated Speech Rating Scale. This form proves useful after all raters have become familiar with the previous form. Its intent is strictly practical—to save paper. Note that six speakers instead of one can be evaluated on one page. If students are rating one another and there are 20 students in the class, it takes approximately 400 pieces of paper to have each student rate every other student. Of course, there is less room for comments when six speakers are rated per page.

#4—Graphic Scale. This is a graphic scale developed from our research. It is also useful in large classes because the number of speakers per page can be increased. It has also been used in a number of research projects. Scores are given by assigning a 5 to the highest description on each page, the next a 4 and so on until the lowest description is assigned a 1.

#5—Technical and Professional Speech Rating Blank. This scale has been used in a special course emphasizing business speaking. Here, up to sixteen points can be assigned per category. The grade is then based on the total score derived by adding the category scores. The comments on this particular scale are made on the back of the sheet. Students are also encouraged to answer each of the questions on a yes-or-no basis in each category.

#6—Speech Rating Blank. This scale was developed and tested in a middle school classroom. Its strength is that it only asks for yes-and-no judgments. It should be noted that any of these forms can be used at the elementary and middle school levels. It is a matter of adapting the language and the criteria, rather than the entire form.

#7—Oral Interpretation Rating Blank. This scale was developed for use in evaluating oral interpretation assignments. Note that it has more categories because it is used in a special situation. Many people do not like to use numbers when evaluating oral interpretation, but our re-

search shows that it has worked just as well as letter grades.

#3—Communication Objects Rating Scale. This is an example of how rating scales can be used in interpersonal communication assignments. The assignment asks each student to use several objects to explain different aspects of their self-concept. Here a total score based on the categories is used for a grade.

#9—Group Project Rating Scale. Here is an example of a small group application of rating scales. This can be used to evaluate each member of the group or the group as a whole. Since many things are going on at once in a group, the number of criteria has been reduced. The teacher cannot pay sufficient attention to many details for six people all speaking more or less at once.

#10—Speech Performance Scale. This scale uses five points per category as the basis for the total score. It also adds the checklist method if students are instructed to check the criteria that apply in each category. The original form was developed by speech scholars and authors A. Craig Baird and Franklin Knower, and has been modified through research.

#11—Mini Teaching Evaluation Scale. This scale is useful in helping to evaluate prospective teachers or student teachers. The assignment is to teach a part of a lesson or unit. The critic teacher then can use the form to guide the evaluation of the student teacher. If the student teacher is given the scale ahead of time it also serves as a preparation guide for the lesson.

#12—Observational Project Evaluation Scale. This scale is used in nonverbal communication. The assignment is to observe several interactions among two or more people. The student must then orally report on the conditions under which the interaction took place, each person's perceptions of the conversation, the reinforcement techniques used by each, and the resultant attraction between the individuals. Also the student must select a type of outcome that resulted from the interaction.

#13—Short Speech Feedback Form. This form is shortened in that is contains fewer cues on how to evaluate each category. It has more space for written comments, however. This form is useful in later assignments when everyone is familiar with all the criteria in each category.

Overall Comments

It should be noted that any of these forms can be extended by using the back of the page for further comments. Comments are very helpful for the student, and the evaluator, whether student or teacher, should be encouraged to use the back of any of these or other rating forms for extensive comments.

#1 Introduction Rating Scale

Speaker _____ Date _____

	Comments	*Score*
Attention		_____
Does the introduction attract favorable attention?		
Are the attention factors obvious?		
Topic		_____
Does it state the topic clearly?		
It is obvious on which side of the topic the speaker stands?		
Lead in		_____
Does it lead into the body of the speech?		
Are the main points to come clearly stated?		
Is it clear where the speaker is headed with the topic?		
Credibility		_____
Does the intro establish initial credibility?		
Does the speaker use the sources of credibility?		
Delivery		_____
Is the speaker communicative?		
Was the eye contact direct?		
Were the gestures meaningful?		
Total		_____

10 superior — 7 average — 4 inadequate — 1 poor

Total Points
50-45 = A
44-40 = B
39-35 = C
34-30 = *D*
29-00 = F

Comments:

30

I.D.# _____

#2 Speech Rating Scale

Speaker _____ Date _____

Subject _____ Assignment _____

Items	Comments	Score
Organization: Clear arrangement of ideas? Introduction, body, conclusion? Was there an identifiable pattern?		
Language: Clear, accurate, varied, vivid? Appropriate standard of usage? In conversational mode? Were unfamiliar terms defined?		
Material: Specific, valid, relevant, sufficient, interesting? Properly distributed? Adapted to audience? Personal credibility? Use of evidence?		
Delivery: Natural, at ease, communicative, direct? Eye contact? Aware of audience reaction to speech? Do gestures match voice and language?		
Analysis: Was the speech adapted to the audience? Did the main points support the purpose?		
Voice: Varied or monotonous in pitch, intensity, volume, rate, quality? Expressive of logical or emotional meanings?		

Total _____

Scale:

10	7	4	1
superior	average	inadequate	poor

I.D.# _____

#3 Consolidated Speech Rating Scale

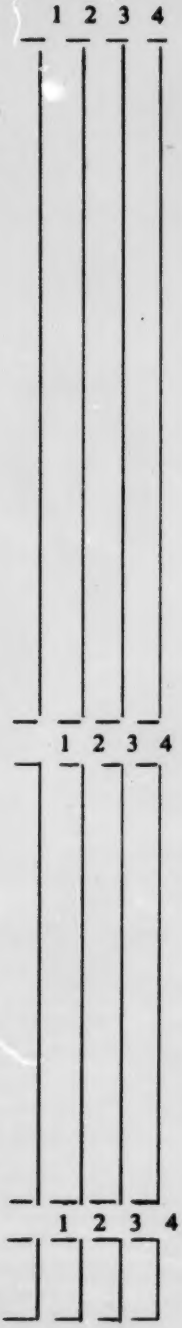
	1	2	3	4	5	6
Name						
Organization						
Language						
Material						
Delivery						
Analysis						
Voice						
Total						

Evaluator I.D.# _____

#4 Graphic Scale

Directions Place your I.D. Number here _____

1. In the following pages there are four rating sheets, one for each of four traits of communication.
2. Each of the rating sheets has four vertical lines which represent four speakers.
3. Rate each speaker, according to the descriptions which you feel most nearly apply, by placing an *X* on the speaker's vertical line in a position corresponding to the description.
4. Use all four rating sheets for each speaker.
5. Use only one line per speaker per sheet—that is, rate speaker 1 on line 1 on all four traits, rate speaker 2 on line 2 on all four traits, etc.
6. These ratings should reflect your honest judgment of the communicative act.



Ideas

——Ideas significant to the audience; ideas well adapted to the audience; assertions well supported; creative treatment of ideas; well analyzed on all points.

——Ideas significant to most of the audience; mostly well adapted to the audience; most assertions supported; mostly creative treatment of ideas; sound analysis on most points.

——Ideas partially significant to the audience; partial adaptation to the audience; some assertions supported and some not supported; average creativity in treatment of ideas; average analysis of ideas.

——Ideas not very significant to the audience; ideas not very well adapted to the audience; most assertions not supported; little creativity in treatment of ideas; weak analysis of ideas.

——Ideas not significant to the audience; ideas not adapted to the audience; assertions not supported; trite treatment of ideas; very shallow analysis.

Organization

——Arrangement easy to follow; planning of organization very evident.

——Arranged overall but unclear on a few points; planning of organization obvious.

——Some points arranged and some not arranged, but can be followed with some effort; planning of organization obvious, but not in all places.

——Arranged in places, but generally hard to follow; planning of organization was hard to see.

——Unarranged and difficult to follow; planning of organization evidently lacking.

Delivery

——Voice and gestures inappropriate to the ideas of the speaker; adapted to audience and situation; free of distractions in voice and gestures.

Delivery (cont.)

——Some inappropriate use of voice and gestures in terms of ideas; predominantly adapted to audience and situation; some distractions evident in voice and gestures, but not to the extent of diverting attention from content.

——Voice and gestures sometimes reflect the speaker's ideas; adaptation to audience and situation evident, but not throughout the speech; voice and gestures sometimes distract from the ideas.

——Voice and gestures inappropriate to the speaker's ideas in many places; voice and gestures not very well adapted to audience and situation; frequent distractions from content because of voice and gestures.

——Voice and gestures not really appropriate to the ideas; voice and gestures not adapted to audience and situation; distractions from content because of voice and gestures are prevalent.

1 2 3 4

Language

——Concise, varied, and vivid use of language; well adapted to the level of the audience and the topic.

——Language usage partially concise, varied, and vivid; partially adapted to the level of the audience and the topic.

——Language usage predominantly concise, varied, and vivid; mostly adapted to the level of the audience and the topic with few exceptions.

——Language usage partially concise, varied, and vivid; partially adapted to the level of the audience and the topic.

——Language usage not very concise, mostly unvaried, and not very vivid; adapted to the level of the audience and the topic only in some places.

——Language usage wordy, the same throughout; dull; not adapted to the level of the audience and the topic.

#5 Technical and Professional Speech Rating Blank

	Score
1. Audience analysis 1. Were the materials adapted to the audience? 2. Was the topic adapted to the audience? 3. Was the purpose suitable in terms of the audience?	
2. Organization 1. Were the ideas organized into a logical format? 2. Were there transitions between parts of the presentation? 3. Was the central idea clear? 4. Were the introduction and conclusion sufficient in terms of the structure and the presentation?	
3. Credibility 1. Did the speaker establish credibility early? 2. Was the speaker aware of the various methods of establishing credibility, as evidenced by the presentation? 3. Did the speaker attempt to maintain credibility throughout the presentation?	
4. Research and knowledge 1. Were the ideas supported adequately by evidence? 2. Was research evident, or was the presentation based upon personal experience and supposition? 3. Were questions handled well? 4. Was there a variety of supporting material?	
5. Delivery 1. Was eye contact maintained throughout the presentation? 2. Was there an attempt at meaningful movement and gestures? 3. Was the delivery appropiate for the presentation?	
6. Overall presentation (every member of the group receives the same grade here) 1. Choice of subject 2. Continuity 3. Accomplishment of purpose 4. Establishment of credibility	

excellent	above average	average	below average	poor
16	12	8	4	1

Group Number _____ Total Score _____

Speaker _____

Evaluator _____

#6 Speech Rating Blank

Name _____ Date _____
Subject of the Speech _____ Teacher _____

After you listen to each of the speakers, answer the following questions with a yes or a no. These questions will be used to help us decide which areas are important to us when preparing to give a speech, and how we may improve our speeches in the future.

Organization—how the speech is put together or arranged.

1. Could you easily pick out the main ideas of the speech? _____
2. Did the speech have an introduction? _____
3. Did the speech have a body? _____
4. Did the speech have a conclusion or summary? _____
5. Was the speech developed or put together in a way that made it easy for the audience to understand? _____

Language—the sentence structure of each speech.

1. Were the explanations clear? _____
2. Was the language easy to understand? _____
3. Did the speaker make use of pauses to separate ideas from one another? _____
4. Were there too many and's or uh's used? _____
5. Was it easy to tell where one sentence stopped and the next one began? _____

Material—what the speech was actually about.

1. Was the subject interesting to you? _____
2. Was the speech easy for you to understand? _____
3. Did the speaker seem really to know the subject matter? _____
4. Did the speaker seem comfortable and at ease while giving the speech? _____
5. Was there eye contact with the audience? _____
6. Was the speaker aware of how the audience was reacting to the speech? _____
7. Did the speaker make good use of gestures and body language? _____
8. Did the main idea stand out above the other ideas? _____
9. Were there other ideas less important but still necessary in the development of the speech? _____

Voice—how the speaker sounded.

1. Was the speaker's voice pleasing to the ear? _____
2. Was the pitch varied—that is, did it go up and down? _____
3. Was the speaker loud enough? _____
4. Did the speaker talk too fast? _____
5. Did the speaker use good expression? _____

Total Score _____ (add the number of "yes" responses)

Grade _____

#7 Oral Interpretation Rating Blank

Reader_____ Assignment_____ Total Score_____

Item	Comment	Score
1. Introduction: Captures attention, sets the scene and mood, gives needed background, informative.		
2. Material: Of interest to the audience? Is it adapted to the reader, assignment, occasion, and audience? Proper cutting?		
3. Eye contact: Does the reader try to reach each member of the audience? Is there too much dependence on the manuscript? Is there effective character placement?		
4. Articulation and pronunciation: is it clear, correct, slurred, muffled? Are there defective sounds? Acceptable standards of pronunciation?		
5. Facial expression: Appropriate, varied, adapted to the reading? Does it aid in expressing the emotions in the selection?		
6. Poise: Confident, at ease, personality pleasing moves easily, projected to the audience? Aware of audience reaction to the reading?		
7. Bodily action: Is the reader animated? Are posture, action, and gestures constructive or distracting? Are gestures used effectively, varied, suited to content and purpose?		
8. Vocal quality: Is it pleasant to listen to? Is there sufficient variety, projection, clarity? Acceptable volume?		
9. Rate and timing: Are rate and pauses varied and suited to content and purpose? Too fast or too slow?		
10. Content: Communicated author's intent as stated in the introduction? Was the content adequate to support the reader's goal as stated in the introduction?		

Scale: 10 9 8 7 6 5 4 3 2 1 — Total Score

superior average inadequate poor

Additional Comments:

I.D. # _____

#8 Communication Objects Rating Scale

Name of communicator _____

1. How well was the self-concept explained?

superior	excellent	above average	average	fair	below average	poor

2. How well was the concept of what others think explained?

superior	excellent	above average	average	fair	below average	poor

3. How well was the ideal concept explained?

superior	excellent	above average	average	fair	below average	poor

4. How well was the undesired concept explained?

superior	excellent	above average	average	fair	below average	poor

5. How well are the differences among the four objects clarified?

superior	excellent	above average	average	fair	below average	poor

6. How well do you think the communicator was prepared?

superior	excellent	above average	average	fair	below average	poor

Name of Evaluator _____

Place other comments on back of sheet.

#9 Group Project Rating Scale

Group _____ Name _____

Topic Selection—Did the topic relate to communication? Did the topic draw some new relationships about the way communication is used? Was the topic worthwhile?

_____

1 5 10 15 20

Organization—Did the project seem well organized? Did the order make sense? Was a pattern built into the presentation?

_____

1 5 10 15 20

Participation—Did all group members play a significant part in the presentation?

_____

1 5 10 15 20

Quality—If all groups made presentations similar to this one in quality would this be an excellent way to learn about communication?

_____

1 5 10 15 20

Creativity—Did the group show unusual thinking in the method of presentation?

_____

1 5 10 15 20

Total Score _____

Comments:

#10 Speech Performance Scale

Name of speaker _____ Date _____

Evaluator _____ Section _____

Speech Topic _____

Instructions: Please rate each of the six categories below on the following 1 to 5 scale: 1 equals poor, 2 equals fair, 3 equals average, 4 equals good, 5 equals superior. Use the criteria under each of the six categories as a basis for your rating. Also rate the speech on General Effectiveness in the special box at the bottom of this page.

Criteria			Rate 1—5
Delivery:			
Easily audible	Good pitch	Varied	
Not forced	Pleasant quality	Conversational	
Good rate	Fluent	Acceptable	
Clear	Responsive	Well controlled	
Adaptive			
Language:			
Acceptable	Vivid	Varied	
Precise	Vigorous	Unified	
Audience Interests and Adaptation:			
Attention aroused			
Interest maintained	Knowledge considered		
Confidence	Beliefs considered		
Ideas:			
Acceptable purpose	Well developed	Interesting	
Clear central idea	Accurate	Creative	
Well supported	Clear	Significant	
Organization:			
Well introduced	Clear transitions		
Well divided	Well arranged		
Well concluded			
General Effectiveness:			
Mark on a 1 to 5 scale in the box at the right the overall effectiveness of this speech.			

Write additional comments you may have about the speech on the back of this page.

#11 Mini Teaching Evaluation Scale

Preparation — Rating

Was a lesson plan prepared? Was the lesson apparently prepared ahead of time? Was the teacher prepared for this lesson? _____

Comments:

Capabilities

Was the material appropriate for the grade level specified? Would the material work in a classroom at the grade level specified? _____

Comments:

Objectives

Were the objectives clear? Were the objectives measurable? Were the objectives significant? _____

Comments:

Strategies

Were the instructions clear? Was the strategy appropriate to the objectives? Was the strategy interesting? Was the strategy well implemented? _____

Comments:

Evaluation

Could the objective attainment be evaluated? Was some sort of evaluation implied in the lesson? _____

Comments:

Feedback

Were the methods of feedback about the situation implied? Could the lesson be evaluated by the teacher? _____

Comments:

Total

Instructions

Rate each of the categories above by placing the number corresponding to your evaluation. Use the following scale.

5 = Outstanding — This aspect of the lesson was clearly in a superior range.

4 = Above average — This aspect was well done and would work well in a class.

3 = Average — This aspect was solid and would be acceptable in a classroom.

2 = Below average — Needs some work before taken into the classroom.

1 = Improvement — Would require substantial revision before taken to the classroom.

#12

Observational Project Evaluation Scale

Type of Outcome _____

Points

Conditions
- Description of conditions
- Explanation of the results

_____

Perceptions
- Was the outcome successful or unsuccessful?
- Verbal behaviors
- Nonverbal behaviors

_____

Reinforcement Techniques
- Description
- Conclusions

_____

Attraction
- Basis of attraction
- Negative attraction

_____

Total Points _____

Comments:

Scale

5	4	3	2	1
superior	above average	average	below average	inadequate

#13 Short Speech Feedback Form

Name: Topic:

Item	1	2	3	4	Comments
Clearly stated thesis					
Examples Direct support Clear explanation					
Eye contact					
Gestures					
Body position					

Evaluator

Grade

Key: 1 = Needs a lot of work.
2 = Doing well some of the time.
3 = Doing well most of the time.
4 = Excellent job—keep it up.

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